DEBATE NUMBER

The WILSON BULLETIN

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POPULAR SUBJECTS FOR THIS YEAR'S DEBATES

For lack of space it is impossible to give the information concerning the present season's debating activities that was planned. The subjects in the following lists are those that are proving most popular this winter in inter-scholastic debating, judging by the information we have received. They are arranged roughly in order of popularity.

The United States should participate in the World Court.

The United States should enter the League of Nations.

Further restriction of immigration into the United States.

Independence for the Philippines within the next five years.

Congress should have the power to nullify decisions of the Supreme Court.

The Bok Peace Plan.

Unemployment Insurance.

Recognition of Soviet Russia.

Ship Subsidies.

French Occupation of the Ruhr Valley.

Soldier's Bonus.

Those who are looking for something new may like the following:

Strikes should be made legal in the United States as they are under the English Industrial Disputes Act of 1906.

Negro migration is a menace to the prosperity of the South.

Repeal of Section 15a of the Transportation Act of 1920.

Shop Committee System.

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SHALL AMERICAN UNIVERSITIES ADOPT THE BRITISH SYSTEM OF DEBATING*

A. CRAIG BAIRD, Professor of Rhetoric and Argumentation, Bates College, Lewiston, Maine

Oxford, in its recent tour of American universities, including Bates, Swarthmore, Columbia, Yale, Harvard, Princeton, and the University of Pennsylvania, followed more or less the British or parliamentary system as exemplified in debates in the Oxford Union. At Princeton, Swarthmore, and Yale, the teams were split, with one Englishman on the American side, and one American on the British team. Only Bates retained the traditional judges. At every school the audience voted on the merits of the question.

The Oxford Union Society, from whose members the team in America was selected, is a literary-social club founded a century ago, the most important and famous of the numerous Oxonian societies; it includes several hundred students from the twenty-odd colleges. The Union, with the presiding officer's dais, the benches for the government and the opposition, the party leaders and the "aye" and "no" exits, duplicates the House of Commons. Each of the four speakers for the evening is assigned to the side that represents his convictions. He wears evening dress and takes his subject seriously. With little or no reference to his colleague he gives his individual argument, usually some fifteen minutes long. If he persists, no bell shuts him off. A polite note from the secretary may remind him of the time. He follows no formal brief, reproduces no carefully wrought manuscript. The constant heckling may inspire him to unexpected power in argument. He tries to be natural, informal, conversational; he scores with his wit, invective, and persuasiveness, more than with statistics and frowning evidence. No stiff-necked judges pass on the "merits of the debate." The aim is to establish conviction rather than to gain a technical decision; to arrive at the truth rather than to play a game. An open forum, with perhaps fifteen or twenty speeches from the floor, follows. Finally, not long before midnight, the three or four hundred members divide and vote on the merits of the question, usually a problem of national or international policy. Thus the British system is a judgeless, open forum, parliamentary discussion rather than a competitive sport,—not entirely dissimilar to the open forum debates with which American universities of the middle west have experimented. In his purpose, style, and delivery the Oxford collegian thus differs sharply from the conventional American debater.

A number of American colleges, Swarthmore, for example, have adopted the Oxford plan. A committee, appointed by the Debating association of the colleges of Pennsylvania, has recently recommended that the institutions represented "should endeavor to interest their students in the open forum type of debate, to diminish the emphasis on debate as a sport," and "to hold this year, if possible, one intercollegiate debate" of the parliamentary or British type. Several colleges in Pennsylvania, according to Professor White

*Read at the annual convention of the National Association of Teachers of Speech, New York, December, 1922. Reprinted from the Quarterly Journal of Speech Education for June, 1923.

of Washington and Jefferson, have tried this plan "with success." Is this movement merely the desire to seek after some new thing in college forensics? Or does the British plan have sound educational merits that justify its general adoption? (1) Will the adoption of the British system mean a loss of collegiate interest in debating? (2) Will the students who follow this judgeless method submit to the thorough preparation characteristic of the conventional American debate? Will they continue to respect sound reasoning based upon broad and exact knowledge of the question? (3) Under the British system will they develop more ardent convictions? (4) Will they have a less artificial and a more attractive forensic style? (5) Will they argue with more conversational ease and directness?

The substitution of the Oxford plan for the familiar practice would probably result in less undergraduate enthusiasm for the art of debate. The British system proposes to discuss a question on its merits and to foster genuine conviction. To secure this laudable end, the Oxonian logically eliminates competition. Debating as a game, with time-limits, judges, teamwork, and debating strategy, is regarded as inconsistent with the sincere and effective presentation of individual belief. Accordingly the judges, however few or many, are banished. The listener, in order that he may be free and unhampered in his search for truth, must avoid thinking in terms of a "team," whether it represents his literary society, his class, or his school. Partisanship colors his judgment and destroys the spirit of the discussion. Doubly to ensure unbiased attention to the issues, teams should be "mixed" as the Oxford teams in America were "mixed." Team work, too, because it cramps the expression of the individual and sometimes apparently commits the speaker to team sentiments inconsistent with his beliefs, must be avoided. Consistency in this matter calls for two speakers rather than three, and one rather than two. Now it is clear that you cannot have a real football game with no teams, no judges, no goal posts. It is equally clear that you cannot have a debating contest after you have deliberately scrapped the machinery. British universities have no such contests. Under such conditions I fail to see why two universities should have strong incentive to get together. With school spirit eliminated, with no "home" or "visiting" teams (mind you, they should be so arranged that each "team" is made up of one visitor and one home debater), with the sport element conscientiously suppressed, it is hard to conceive of audiences in considerable numbers following the debates year after year, and especially hard to conceive of debaters undergoing that thorough preparation peculiar to the American debate.

"The impetus to true conviction," say the advocates of the parliamentary type, "will be sufficient to call out the best student minds and to guarantee at least as complete preparation as now takes place." It is to be doubted whether discussion for the mere sake of setting forth opinion will attract numbers of students or lead them to undergo that vigorous preparation made by the debater who is out to win.

The responsibility is upon those who would banish judging and the other elements of contest debating, to make clear that a substitute motive to secure prolonged and intensive training would be provided. Mere ambition to utter the truth and discomfit the rival would scarcely be a dependable spur. Election to an honorary society, the opportunity of the men to match wits with the women of a neighboring school, the prospect under a skilled chairman of reply to questions from the floor, the stimulus of a discussion with speakers from a British university,—such motives would occasionally draw a crowd and call forth fine debating energy. Such motives, of course, are exceptionable.

To point out that the Oxford Union, without judges and competitive discussion, is the "greatest debating society in the world," is insufficient. The Oxonian, with his intellectual traditions and keen interest in the well-being of the Empire, finds satisfaction in mounting the platform, even though no judges appear. Politics to him is as important as cricket or Henley. Oxford is at the heart of the Empire. Over his tea he settles the fate of Ghandi; his Thursday night debate is merely a continuation of his dinner conversation. Later he will probably enter parliament—as did Gladstone, Salisbury, Birkenhead, and many others whose portraits line the Union walls. Under the parliamentary plan of election he may stand for any English or Scotch constituency. You cannot transfer to the American student this practical Oxford motive for debate any more than you can transfer the incommunicable spirit of Balliol to an American college. To assume that the pe-

culiar conditions which produce exceptional debaters at England's oldest university can at present be duplicated in the American college is of course absurd. Until an equivalent incentive can be demonstrated, those of us who are associated with institutions in which the debating spirit is still glowing will continue to incline toward the contest feature.

The discussion above assumes that American debating is fairly successful in securing proper training and in attracting interested audiences. As a matter of fact, critics point to the decadence of student debates at many of our universities. Therefore it is necessary, in passing to remind ourselves of the facts, ample proof for which may be found in recent files of the *Gavel* and other forensic journals: that debating for a decision has beyond question raised the standard of forensics set by the older college literary societies; that audiences recently attending the more important contests have been at least as large as those of fifteen or twenty years ago; that competition for teams has been keen enough to draw out large numbers of representative university men; that scores and scores of intercollegiate contests are held annually and that the number is growing; that honorary debating fraternities have expended and have demonstrated their vitality; that governors, prominent educators, and justices of higher courts serve as judges and give highest recognition of the sport; that in many educational quarters the debating contest, rightly or wrongly, has been regarded as a gage of the intellectual efficiency of the college; finally, that the argumentative sport has spurred on the student to that educational discipline and mental activity for which, it is argued, the liberal college chiefly exists.

Does the English debater undergo the same systematic and rigid preparation? As he discusses his problem from the platform, does he know his subject as does the American? According to the leaders of the Oxford Union, the debater may "spend a few hours, at most a few days," in his training for the discussion. The actual occasion is one for facility rather than for penetrability. It is not too much to say that the broad and sound preparation characteristic of American debating is unknown at Oxford. The responsibility, again, is upon those who would establish this latter system to show that this thoroughness would not be sacrificed.

Even, however, if we grant that debating has so-called educational values and that an adequate substitute for the "sport" or "game" image may be provided, we are confronted with the familiar indictment made by Roosevelt and others that it is impossible to retain the competitive character of debating and at the same time to engage in a "sincere discussion of public questions." Debating, it is charged, produces demagogues and sophists. A somewhat similar charge is that its atmosphere is that of fighting feudalism rather than that of modern science with its dispassionate investigation of truth, its constantly corrected judgments, and its cooperative spirit. We want, it is claimed, not the legal but the scientific attitude. In reply it should be said, in the first place, that teachers of rhetoric settled generations ago the principle that debaters must not divorce debating from ethics, and that speakers must argue in accordance with their convictions. Horace Mann, in a letter dated June 16, 1851, and printed in many an old debating handbook, wrote: "Adopt that side [of the argument] which judgment and conscience assure you to be right." Again, it needs little investigation to make clear that undergraduates have few settled convictions in regard to debate problems. With good conscience they may take either side. Furthermore, despite frequent assertions to the contrary, debaters do investigate both sides and do appreciate the force of the opposing arguments. Again, the debater, although an artist, through his careful analysis, weighing of the problem, sifting of issues, and accumulation of evidence, displays the temper and method of the scientist. Both are dedicated to the "ramifying search for truth." The disputant, moreover, with his conscience and scientific spirit, also recognizes that his conclusions are only tentative, indeed that fresh truth over night may lead to a complete revision of his judgment. He would agree that each debate is, after all, only a step in the broad experiment to arrive at a stable conclusion, and that four or six speakers do not pretend to speak *ex cathedra.* Furthermore, like the scientist, the debater recognizes the cooperative element in discussion. He does more than to convince an audience; he thinks and speaks with those hearers. The result is a social discussion and a social decision. Like the scientist, too, he learns to clarify and to arrange, and to ignore no part of the field of investigation. Hence is logical justification for pitting team

against team. Such team work, it should be added, need not be at the expense of that fine individualism of the Oxonian who, like Emerson's scholar, "learns to detect the gleam of light which flashes across his mind from within more than the lustre of firmament of bards and sages." In general, the disposition to separate sharply the debating from the scientific attitude is unjustified. These considerations all indicate that the debating game properly played should not necessarily produce sophists, archaic militarists, or unscientific investigators.

Two other advantages claimed for the British system are that it makes for better style and for better delivery. The English debating style is philosophical and literary, just as ours is practical and legal. The differences, quite pronounced, are due not so much to contrasted debating systems as to markedly differing national experience and training. The Englishman has behind him his classical schooling, his intimacy with Greek and Roman orators, and his own rich literature and culture. His style, therefore, is comparatively dignified, original, at times even poetic. The first Oxford speaker in debate with Bates in September showed familiarity with Lincoln, Walt Whitman, Barrie, Plato, Arnold, Huxley, Browning, the Bible, and other sources. The style was idiomatic, spontaneous, unaffected. Such phrasing and allusion would for an American be pedantry. Our undergraduate texts are standard works on economics, statistical abstracts, speeches of Lincoln and Roosevelt. Our collegiate style, in as far as it is original and virile, is the expression of our peculiar political and educational inheritance. Our faith in a rigid constitution, our exaltation of the Supreme Court, explain sufficiently the character and popularity of our judicial style of debate. And for many a year we are not likely to have done with this practical or judicial spirit. Even if our colleges should adopt the British debate formula, our speakers will continue to echo the language of Hamilton and Lincoln rather than that of Burke or Morley.

Certainly much improvement needs to be made in this matter of style. We can break with the extreme rigidity that is neither American nor literary. More and more we must establish an alliance betwen literature, philosophy, and argument. We may work out a more spontaneous style without the necessity of our reproducing or imitating the Oxford Union method and style of discussion. The problem is, of course, one of revising the college curriculum rather than that of imposing a "literary" style on the debater.

In delivery, too, we may take a leaf from the example of Oxford. We must admit that our debaters, racing against time, "neglect the graces of public speech—the play of personality." The Oxford man, let us candidly agree, is more at home before his audience than is the American. The Oxonian takes time on the platform to reflect, to cultivate delightful informality and even intimacy with his auditors. Again, however, the social and political background may explain somewhat the difference. To get the proper accent and inflection, our Yankee would need also to import the British cabinet system of government, the spirit of Hyde Park, the experience with popular judgment. Surely, though, we can overhaul our performance so that our speakers shall be at least human, conversational, and within limits even humorous. To this end we may have only two speakers on a side, and merge the rebuttals into lengthened main speeches. At the Oxford-Bates debate in September the rebuttals were eliminated and the main speeches, by agreement, were unlimited in length. Each speaker used more than thirty minutes. The audience gave close attention until the final speaker stopped at eleven-thirty o'clock. The delivery of the home team was in several respects superior to that of previous Bates teams. Let us also encourage questions from the floor, attach a forum, and call for a popular vote on the merits of the question. These things, I believe, can be done without the sacrifice of a compact, logical style, and the other virtues of our competitive debating.

In conclusion, our traditional debate has a value too great to be disregarded. If the practice here and there has fallen upon evil times, the reason lies not in the mendacity of the speakers, the artificiality of the game, or the presence of the judges, but rather in the complexities,—or shall I say confusion? —of undergraduate life. A proper remedy for the ills of debating would seem to lie in adequate faculty supervision and guidance. This conclusion, I am aware, is trite, but it needs emphatic reaffirmation. Minimize excessive legalism. Establish an open forum. Penalize the unimaginative and dull delivery. Recall the debaters to a solid intellectual

program. Resort only sparingly to the "twenty-four hour" contests. Make room for "discussion group" meetings. Finally, provide, in addition to the present debates, opportunities for exercises of the character suggested by the typical British discussions.

INTERNATIONAL INTERCOLLEGIATE DEBATING

International collegiate debating is no longer an experiment; it has become an established institution. Two years ago, in June, 1921, a pioneer debating team crossed the Atlantic and the first Anglo-American debate took place in the historic hall of the Oxford Union—that fertile mother of parliamentarians. That single debate, however, stirred the imagination of the entire college debating world, and out of that first visit has grown much that is significant.

The first Anglo-American debate in the United States was fittingly held a year ago in the home city of the Maine college that twelve months before had sent its debaters to England. Nearly two thousand persons crowded the Lewiston City Hall to witness the forensic contest with representatives of the Oxford Union, whose visit had been made financially possible by Bates.

This fall the Oxford Union for the second time has sent a team to America, and on September 27 the first of a series of sixteen debates to be held with leading institutions in the United States and Canada took place at Lewiston, Me., the third year in sucession that Oxford and Bates have met on the forensic platform. A company of people almost as large as that of the previous year paid a dollar apiece to witness this event and watched with intense interest for nearly three hours the course of the argument.

Since that first debate two years ago on the British side of the Atlantic, two other American institutions have invaded England. In 1922 the University of the City of New York sent a team across the water, and last summer Columbia University debated with some eight or nine British universities. But on both sides of the Atlantic, in university and college circles, the credit for inaugurating international debating is rightly given to Bates.

Important results cannot fail to come from these international debates. One is a modification in forensic methods. It is well known that English and American debating, both in method and in fundamental purpose, are miles apart. The background of the American debater is the court room; he is a trial lawyer pleading his case before a jury of three. The background of the Englishman is the House of Commons; he appeals directly to the audience to vote not on the technical merits of the debate—constructive argument, rebuttal, illustration, platform ability, etc.—but on the merits of the question at issue. To the latter a debate is in no sense a contest, as it is in America. This is why he sees no inconsistency in dividing a team, two speaking on one side and the third on the other, which to Americans seems like having a baseball game between two nines that have traded pitchers.

Already certain modifications of method have taken place. Learning from the experience of last year's team, the debaters from the Oxford Union now touring the United States and Canada are less individualistic than their predecessors, and in their debate with Bates disclosed their ability to do real teamwork. On the other hand, the Americans have come to a new appreciation of the need of sincerity and intensity of conviction, the lack of which has been the glaring weakness of American forensic methods and against which Theodore Roosevelt inveighed so forcibly in his autobiography. If international debating only saves Americans from the slough of dialectics, and nothing more, it will justify itself. College debating in America, particularly in its universities, according to many careful observers, is dangerously near this slough. The English debaters are helping their American friends back to firmer ground.

The most far-reaching result, however, of these international debates lies entirely outside the field of forensics. There are incalculable possibilities for mutual understanding and the increase of good-will between Britain and America in the exchange visits of these young men from the colleges and universities on both sides of the Atlantic. That first debate between Bates and Oxford two years ago on the classic soil of the oldest English university was a veritable mustard seed.—*Christian Science Monitor.*

NOTES AND NEWS

A Correction

In our efforts to compress the article in the January number of the Bulletin, "Books for Democratic Women," within the limits of space available, we made it seem that Mrs. Emily Newell Blair was responsible for the twenty-four schools of democracy which were held in various parts of the country, under the auspices of the Democratic National Committee. As a matter of fact, these schools were initiated and conducted by Mrs. H. W. Wilson, Director of Education of the Democratic National Committee, and wife of Mr. H. W. Wilson, of The Wilson Company. The programs and conduct of the schools have been in sole charge of Mrs. Wilson, and the correspondence courses, a natural outgrowth of the lectures given in the schools, have been prepared and are now being carried on by Mrs. Wilson.

The New York Public Library School has now announced the open courses to be given during the second semester of the present school year. Two of the courses are designed to be of particular interest to head librarians and heads of departments. That entitled "Library Administration" emphasizes personnel problems, and includes several lectures by an expert in personnel administration. The one entitled "Teaching Methods and Public Presentation" is planned for workers who are called upon to give instruction to new staff members in library technic or instruction to patrons in the use of a library, and for those whose duties require them to appear before boards, committees and civic bodies. The fee for each course is $5. Aplications should be sent before January 31.

Schedule

February-May, 1924

Book Selection, Mondays at 9:30 a.m.
Library Administration, Mondays at 5 p.m.
Teaching Methods and Public Presentation, Tuesdays, at 5 p.m.
Art and the Book, Wednesdays at 11 a.m.
Special Libraries, Wednesdays at 5:30 p.m.
Literature of History, Biography and Geography, Thursdays at 9:30 a.m.
School Library Work, Fridays at 4:30 p.m.

At the dinner of the New York Special Libraries Association, held at the Chamber of Commerce recently, an interesting announcement was made by Mr. Carlos C. Houghton, of Poor's Publishing Company, regarding the proposed National Business and Financial Library. It came as a surprise to most of those present to know that plans for the library were already under way, and that site, building and librarian had all been secured. Mr. Roger W. Babson has given the land in Babson Park, near Wellesley Hills, Mass. and will also give the building which is to cost $100,000. Ground for the building will be broken this spring. Miss Alice L. Rose has been chosen as librarian. A fuller announcement will appear in an early number of Special Libraries.

Mr. Robert P. Bliss, secretary of the Library Extension Division of the Pennsylvania State Library, has furnished us a copy of the following resolution. It was introduced at the meeting of the National Grange, Patrons of Husbandry, held in November, at Pittsburgh, Pa., by John A. McSparran, Worthy Master of the Pennsylvania State Grange. It was referred to the Committee on Home Economics by which it was reported with approval. It was adopted on November 22, 1923.

WHEREAS, Public libraries have become such an important factor in the social life of the towns and cities, and

WHEREAS, Those living in the villages and on the farms are deprived of library service because of the much greater proportional cost under such conditions, therefore be it

RESOLVED: That the National Grange, Patrons of Husbandry, approves of the County Library plan, which has proven very successful in Maryland, Ohio, Indiana and many other states, and hopes to see it universally adopted.

Our readers will be interested to learn that a "Mailing List Directory and Index to Trade Directories," compiled by L. H. Morley and A. C. Kight, of the Newark Free Public Library, Business Branch, under the direction of John Cotton Dana, is now being published by the McGraw-Hill Book Co. The price is $10. The following quotation from the Introduction of this book will explain its scope.

"This index of trade directories is compiled for the user of trade directories. It is for the business house, in particular for the purchasing agent or buyer, the sales department, the sales promotion and advertising department. It is compiled also for the library which serves all of these, either in an individual business house or the public library that is serving the business men of a city. It is also for the mailing list house and firms who make mailing lists in conjunction with another business, such as directory publishing, or envelope addressing. It gives the names of directories covering 1300 trades with the name and address of the publisher of each." It also tells in which of the directories information similar to the following can be found: Size of firms, amount of capitalization, credit rating, capacity of plants, names of individuals connected with the firms, as directors, purchasing agents, advertising managers, buyers, etc.

The Bulletin acknowledges receipt, from Mr. Frank G. Lewis, Librarian of the Crozer Theological Seminary, a copy of the first issue of the new Crozer Quarterly, which has just been published. The Crozer Quarterly is issued by the Faculty of the Seminary, with the aid of funds provided by the Trustees at the annual meeting in May, 1923. The aim of the Quarterly is to familiarize the reader with results of investigations in Biblical, historical and theological subjects pertinent to a curriculum in a theological seminary, and also to be a medium by which pastors busily engaged in the ordinary work of a pastorate, may communicate to fellow-pastors the results of reading and experience and reflection on subjects on which they are especially qualified to write. From time to time the Quarterly will present surveys of recent literature in various fields of theological learning.

A timely bulletin has just been issued by the Extension Division of the University of Wisconsin, on the subject of Unemployment Insurance. A brief history of the question, affirmative and negative arguments and a selected bibliography are given. The price is 25c.

"Bringing the World to America: a List of Reference Reading on International Affairs" has been issued by Our World Institute, 9 East 37th St., New York City. Readings are listed under the following topics: American cooperation in European affairs, European relief, League of nations, Permanent court of international justice, Economic aspects and proposed economic conference, The farmer and foreign policy, Cotton and its foreign market. Under the general heading of European problems the following topics are covered: Near Eastern problems, Italy, Rights of minorities. Under American problems are Mexico, Immigration, and the St. Lawrence canal. The list has been prepared by Dr. George F. Bowerman, Librarian of the Public Library, Washington, D.C.

The Bulletin wishes to acknowledge receipt of "The Making of a Trust Company" by William T. Cross, which is the history of the Chicago Trust Company. Incidents in the twenty-one years of experience of the company have been used to illustrate the circumstances under which company trust banking has attained its present popularity, especially the effects of expansion in corporate industry since 1900. The booklet is beautifully printed and bound, with many illustrations, and there is a foreword by George Ade. The Company is to be congratulated both for its record in the banking world and for this excellent portrayal thereof. A small number of copies of this pamphlet have been reserved for distribution to libraries.

Vol. I. No. 1 of Library Logic made its appearance recently. It is to be published "Monthly for subscribing libraries (of which your library is one)," by Gaylord Brothers, and is intended for distribution by the library to its readers. It contains news items regarding books and libraries such as might be expected to appeal to the general reader. The editor is Forrest B. Spaulding.

Thru the kindness of Miss Hilah Paulmier, editor-in-chief, a copy of "The Page" has reached our editorial desk. With the Christmas number, this useful little house organ of the New York Public Library Staff Association resumed publication in a new form, with advertising as well as reading matter. We congratulate the editors on its reappearance and extend our hearty wishes for its future success.

PUBLICATIONS OF THE H. W. WILSON COMPANY

ANNOUNCEMENTS

The president of The Wilson Company had occasion to visit a number of libraries recently. He was surprised to find that in nearly every library single numbers of the Readers' Guide, Cumulative Book Index and others that cumulate, were being kept that should by rights be discarded when the cumulated numbers are received, and, moreover, were being put where the public could use them. In one library the reference librarian had all of the bound cumulations of one of the indexes on the shelf behind her desk and had filed on the shelf below all the paper-covered current issues for more than five years back.

It would seem that the keeping of these current numbers in use when they should be discarded, cannot help but be a positive detriment to the reference service. Those of the public using the indexes are not familiar enough with them, as a rule, to know which of the numbers it is necessary to use in order to cover the field. As a result, a great deal of time is wasted, and the readers become exasperated in the attempt to know when they have used all the numbers necessary to give them the complete service.

It would be a good plan to have the person in charge of putting the new numbers on the shelves as they arrive, also charged with the duty of destroying every superseded number, or at least putting it where it will not inconvenience people who are doing reference work in the library.

The first new issue in the Standard Catalog Series, under the editorship of Miss Minnie E. Sears, will be the Children's Catalog. This will not be merely a reissue of the present catalog in a new edition but will be an entirely new work. Two editions are contemplated, of 4000 and 1500 titles respectively. The preliminary work of checking and selection of titles is now in progress.

One librarian, on ordering a set of 400 of the new Guide Cards advertised in the last number of The Wilson Bulletin, asks the following question: "Can one order additional cards for two cents apiece, or does that offer hold only in case no set is ordered and a complete list of individual headings is called for?" To all readers to whom this question may occur let us say that as many individual cards can be ordered at any time as are desired, at two cents apiece, whether in addition to or in place of one of the sets.

The United States Catalog Supplement, 1918-June, 1921 is nearly out of print. Anyone having a copy which they would be willing to dispose of, will confer a favor by communicating with The Wilson Company.

The Abridged Handbook on Independence for the Philippines is now out of print, but will be re-issued in the near future as number 6 of Volume II of The Reference Shelf, with changes and addition in the briefs, bibliography, and selected articles to bring it down to date. We are informed by the Philippine Press Bureau, 2034 20th St. N.W., Washington, D.C., that they are in a position to supply debaters with much good material on the subject.

Teachers and librarians who are using "Illustrative Material for High School Literature" may be pleased to learn that the pictures and other material mentioned in Dora V. Smith's article, that have been published by A. & C. Black, 4, 5, 6 Soho Square, London, can be had from The Macmillan Company in New York City.

Librarians have asked us why it is possible for us to sell a book at a lower price if it is delivered from London than if delivered from New York. A case in point is Mudge and Sears "George Eliot Dictionary" which we have advertised as "London, $2.75, or New York, $3.25." The difference in price is due to the cost of handling quantity shipments of books to this country. If we forward the customer's order for a single copy to the London publisher, it costs relatively little to wrap that book and send it by parcel post, and, since it is addressed directly to the customer, no duty is charged. When we order a stock of any one book for our New York office, the cost of packing and shipping a quantity order is high, and there is also a considerable duty to be paid, all of which adds considerable to the cost of handling such books.

Many of the Grafton publications which we handle are listed with both prices in the Wilson Bulletin for December, 1923, pages 159-160.

Not infrequently requests are received for sample copies of the Readers' Guide and other indexes and catalogs to be used in teaching the use of our publications in library training classes. To meet these demands a forty-eight page pamphlet has been prepared, containing a brief description of the plant and our various publications, with illustrative sample pages from each of the periodical indexes, the Cumulative Book Index, Book Review Digest and Standard Catalog Bimonthly. These pamphlets can be secured in quantities sufficient for class-room use. Any prospective teacher of a training class desiring to see a copy please write for "Cataloging and Indexing Service."

A REFERENCE LIST OF BIBLIOGRAPHIES: CHEMISTRY, CHEMICAL TECHNOLOGY AND CHEMICAL ENGINEERING PUBLISHED SINCE 1900

Compiled by Julian Arell Sohon and William L. Schaaf.
x,100 pages, cloth. Price $1.50

This list of bibliographies has been limited to those published since 1900, except for a few of the earlier ones which have been included because of their importance or historic interest.

The arrangement is by title under subject headings arranged in alphabetic order, and information is given for finding each bibliography; author, number of pages, publisher, place and date of publication if a book; author, volume number and inclusive paging, if a periodical. Each title is annotated.

A key to the abbreviations used in the text precedes the body of the book.

As representative of the subject matter, the following subjects on which considerable material is given, are typical: Alloys, Bleaching, Building materials, Catalysis and catalytic agents, Colloids, Glass, Occlusion, Paint, Rubber, Sewage purification, Titanium.

INDEX TO ST. NICHOLAS, VOLS. 1-45, 1873-1918

Compiled by Anna L. Guthrie.
479 pages. buck. 1920. Price $6. Service basis rates to small libraries.

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This issue of The Reference Shelf has been published in response to a considerable demand for material for debate this present season. True to the plan of the Series, briefs, selected bibliography, and reprints of articles are included on both sides of the question, Resolved, That the United States should enter the league of nations. Precedence has been given to the latest material, making this number practically a supplement to the Handbook on this question, by E. M. Phelps, which is now out of print.

French Occupation of the Ruhr District. (Reference Shelf, Vol. II. No. 4.) 117 pages. 90c.

This number contains a stenographic report of the debate on this question between representatives of Bates College, Lewiston, Maine, and the Oxford Union Society, Oxford University, which took place in Lewiston, Maine, on September 27. The report is accompanied by affirmative and negative briefs, a bibliography, and reprints of some important articles covering recent developments in the Ruhr district.

Restriction of Immigration. Compiled by Edith M. Phelps. (Reference Shelf, Vol. II. No. 5.) 119 pages. 90c.

This question is an important one just now because the expiration of the present quota law by limitation on June 30, 1924, makes it necessary for Congress to consider new legislation. For this volume the briefs, selected bibliography, and reprints of leading articles have been selected to center around the new quota bill which has been proposed by the House Committee on Immigration, and which, if passed, would result in still further restriction of immigration.

Other Material for Debate Published Recently

Government Ownership of Coal Mines. By Julia E. Johnsen. (Handbook Series). 325 pages. $2.40.

University Debaters' Annual, 1922-1923. By Edith M. Phelps and Julia E. Johnsen. 425 pages. $2.25.

See page 190 of this issue of the Bulletin for subjects debated.

State Censorship of Motion Pictures. By J. P. Rutland. (Reference Shelf. Vol. II No. 1). 177 pages. 90c.

Permanent Court of International Justice. By Julia E. Johnsen. (Reference Shelf. Vol. II. No. 2.) 117p. 90c.

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Independence for the Philippines. By Julia E. Johnsen. (Reference Shelf. Vol. II. No. 6.)

Soldiers' Bonus. By Julia E. Johnsen. (Reference Shelf. Vol. II. No. 7.)

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